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ABSTRACT

This theme issue provides four articles that address family involvement in the transition of youth with disabilities from school to work. The first article, "Family Involvement" by Marge Goldberg and Shauna McDonald, offers evidence of the importance of family involvement at this stage of the individual's life, reports on families' experiences, and notes the value of mentoring families. The second article is "Strategies for Family Involvement," by Marge Goldberg. It provides specific suggestions to parents for getting involved and includes tips from parents to parents and from parents to professionals for the transition years. The third article lists eight national organizations for family involvement. Provided for each organizational listing is address, phone number, World Wide Web site (when available), and a brief description. Also provided are a list of five projects about family involvement (including contact information and a description) and a list of 11 conferences. (DB)

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NTA
NATIONAL TRANSITION ALLIANCE
FOR YOUTH WITH DISABILITIES

ALLIANCE

The Newsletter of the National Transition Alliance

A Quarterly Newsletter Volume 1 Number 3 December 1996

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Alliance

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EC305434

Family Involvement

Years of research on Family Involvement confirm the importance of the family's role in preparing a youngster to transition from school to work. Most youth, especially youth with disabilities, have the support of someone important in his or her personal life. This gives a person hope that their interests and choices are confirmed by another. Most often, this "important other" is a family member. Exactly how and when do families get involved in the transition process? What impact do they actually have on the entire process?

Transition planning, especially for youth with disabilities, must include families, since they are often the keepers of history for their own youngster. Families invest their lifetime in securing a nourishing, safe and promising future for their youngsters. A repository of information since birth, and often the "voice" for a youngster with a disability, families find themselves faced with the challenge of advocating, negotiating, and compromising for the sake of securing a plan to transition their child from school to work.

Summaries of studies across the nation demonstrate that family involvement positively affects their child's future. Research identified three main elements of family involvement: *Family Empowerment, Family Roles, and Family Training*. To understand how these elements influence transition planning for youth with disabilities, the NTA sent a request for information to parents from the PACER (Parent Advocacy Coalition for Education Rights) Center in Minneapolis, asking them to share their personal stories. Marge Goldberg and Shauna McDonald gathered several vignettes from families in Minnesota. We've included excerpts from their stories and woven these into a discussion about the three elements within Family Involvement. Through the NTA's ongoing data collection efforts, we selected a few projects that involved families of transitioning youth with disabilities. We hope that you will explore some of these resources and the additional information included in this issue.

Many parents acknowledged that things have changed since they sat in the parent seat when their child entered the transition years. The process is kinder to families than it was a decade ago. Yet, it is still scary for mothers and fathers to change their role in their child's life, when they know that as a young adult, their son or daughter will have significant needs.

Some parents describe feeling panicky because they believed they could no longer "take it one day at a time." Some mentioned concerns for the well-being of their child, but also for themselves and the quality of their lives. Parents said that they realized that time was marching on, and they needed to come to terms with their own mortality. They didn't know what to do first about securing their

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MEMBERS

National Transition Alliance Mission

The mission of the National Transition Alliance for Youth with Disabilities is to ensure that youth with disabilities, including those with severe disabilities, acquire skills and knowledge, gain experience, and receive services and supports necessary to achieve successful post school outcomes, including postsecondary education, gainful employment, independent living, community living, social integration, and lifelong learning. The National Transition Alliance seeks the formation of one education system that benefits from the lessons learned from special education, regular education, and vocational education.

Welcome to the third issue of the Alliance newsletter, published by the Academy for Educational Development. Please be sure to complete and return the enclosed questionnaire. We rely on your suggestions for topics covered in future Alliance newsletters.

Complete descriptions of each of our partners can be found on our Web site (listed below) or in our first Alliance issue, Volume 1, Number 1. We've included an abbreviated version of this list for you. Please take a moment to visit the NTA Web site for current information about our ongoing activities. Additional copies of articles from our first two issues are also found on our Web site: just click on Publications from our Products page!

Our New NTA Web Site Address: **www.dssc.org/nta**

Transition Research Institute: **www.ed.uiuc.edu/coe/sped/tri/institute.html**
University of Illinois
(217) 333-2325 voice or tdd
(217) 244-0851 fax

National Transition Network **www.ici.coled.umn.edu/ntn**
Institute on Community Integration
University of Minnesota
(612) 626-7220 voice
(612) 624-9344 fax

The Academy for Educational Development: **www.aed.org**
Washington, DC
(202) 884-8183 voice
(202) 884-8443 fax

The Council of Chief State School Officers: **www.ccsso.org**
Washington, DC
(202) 408-5505 voice
(202) 408-8072 fax

National Association of State Directors of Special Education
Alexandria, VA
(703) 519-3800 voice
(703) 519-3808 fax

National Alliance of Business **www.nab.com**
Washington, DC
(202) 289-2972 voice
(202) 289-1303 fax

child's future, and it didn't help when communication was difficult with their teenager. For these reasons, service providers offer training to families that teach skills to encourage family involvement. This, in turn, empowers families through the transition process and through their child's life. Pre-transition planning activities for parents and families use structured methods to identify family needs, and support networks to assist families as they attempt to understand the process. These planning activities may include resource fairs, connecting families with other parent mentors and available support groups, and aiding families in networking opportunities. Having information for students and families available in easily understood language, ensures the likelihood of family involvement through empowerment.

Family involvement is always an asset and may take on various forms. Many families are willing to act as role models for new families with youth entering their transition years. Often parents are knowledgeable about local resources, but not always active in the program planning and development stages. Some family members who have experienced the transition process are eager to serve as mentors for other parents. However, some admittedly lack the specific training and knowledge even though they wish to help others. Skills training, targeted on advocacy and legal rights of the family, will only serve to bolster these eager parents in their quest to help other families.

Often, mentoring families hold a certain amount of credibility and understanding about living with a youngster with a disability. Their advice, guidance and support to a new family is much more meaningful. Training mentoring families in advocacy skills or knowledge about the law, creates well-informed, credible supports for new families beginning the transition process.

Ideally, students who possess self-determination skills are able to advocate for their own career and life choices during the transition planning stages. However, in most cases the family advocates on behalf of their son or daughter during transition planning and development stages. This occurs because families are the best source of information when it comes to discussing the student's abilities, interests, and support needs. For those students who continue to work on self-determination skills, ongoing encouragement in the home and the community allows youngsters to work toward autonomy in community life.

Many parents recognize the vulnerability of their children who already face challenges in life. They see the scores of times their children hand over hard-earned money to anyone who asks for it, give up their possessions, and are talked into activities that get them into trouble. Parent roles in transition planning increase as their youngster moves closer to graduation. Parents and family members need to participate in program and policy development and evaluation activities. They provide information about their youngster during the transition process.

Parents have said that they have feelings of uncertainty as their children grow up. Basic concerns about their child's future are shared among all parents. But, as another parent living with a youngster born with disabilities and one without described letting go of the child with a disability is a great deal different from letting go of the other. Children without disabilities hit the developmental milestones in a fairly predictable way. By the time they are young adults, a parent generally feels they are ready to learn, profit, and recover from their own mistakes. This may not be so, however, for children with a significant disability.

Gail has two sons, one with and one without disabilities. She points out how the contrasts in their behavior dictated her comfort level in "letting go" of them. Gail's son without disabilities was popular, always busy, and involved in a million different

"Scared, frightened, lost, frustrated, uninformed, overwhelmed, angry, worried, helpless...." Parents of children with disabilities, who are staff members of PACER Center, used those words to describe how they felt as they faced their child's transition years. For the most part, their sons and daughters went through the transition years in the 1980s and early 1990s.

"As we entered transition, we felt like we did when we first heard our son's diagnosis," said one mother. "We had to come to the realization again, of the severity of Donald's disability. Then we had to start over with getting people to recognize that he can still do things. He is a person, not a disability."

"Finding someone who believed that Charles has the ability to contribute to his world was a major concern in the transition process, said Charlotte. "We wanted to find someone to support and believe in him, other than his parents." His case manager believed Charles was a valuable person and ended up becoming his friend. That allowed his mother to start changing her role. "If there wasn't someone else I trusted to look out for him, I wouldn't have been able to move out of the protector role and let Charles start advocating for himself."

activities with peers. He progressed academically and his development was fairly typical. He knew how to make choices, was assertive, was able to learn from his mistakes, and understood the consequences of his actions.

> It was annoying and frightening when a professional told a parent to "let go" of her child. "So, to whom should I let go?" Gail asked. "Will anyone else take over the care of my son? No one else is ever around long enough, has the knowledge, or cares as much as I do."

In contrast, her son with a disability did not do many things, because he did not know how. He had no friends, so his social contacts were family members. Progress in school performance was "as slow as a turtle, and his independent living skills were minimal. He rarely learned from his mistakes, because the concept of cause and effect was not within his grasp."

Gail said her experience demonstrated to her that there is truly a difference between a child who does not perform because he or she chooses not to, and one who cannot perform because he or she doesn't understand what is expected. She felt it was counter productive for someone to tell her to "let go" of her child with the disability.

Strategies for involving the family suggest that Gail could help providers identify or develop their child's skills rather than focusing on what they cannot do. Other parents who have preceded them in the transition process may offer techniques using mapping activities, or brainstorming about the student's strength and how it influences career choices. Typically, parents tend to be resourceful when it comes to engaging services for their children. Empowering families to empower others gives parents the knowledge and skills needed to prepare their youngsters for real work experiences. This, in turn, positively affects the decision-making process of the entire team of professionals and parents.

> "It all boils down to social, social, social," concluded Lisa, another parent of a youngster with a disability. "I would urge the schools and other service providers to concentrate on transition goals that prepare a young adult to interact comfortably with others. I believe that is the most important skill needed for life in the community."

Most parents agree that transition experiences are much more positive today than even a few years ago. An increased focus on the process by national, state, and local agencies may be the best thing happening to families whose children are entering the transition years. In addition, skilled parent mentors are emerging as our systems begin to connect with one another. Today, "transition" is a household word for families of children with disabilities and the professionals who work with them. More parents are informed about what is supposed to happen in transition, and they have learned to articulate what their child needs as they collaborate with schools and service providers. Mothers and fathers say there is now more hope of seeing their son or daughter live independently. They say they are grateful for the law and for better-informed educators and other service providers who help them accomplish the dream of independence for their child. Parents who believe they have had the most success with transition planning are those who are empowered by knowledge and strategies from lessons learned along the way. They are those parents who, together with their youngster, work with professionals and maximize their own involvement in the transition process.

Marge Goldberg is Co-Director of the PACER Center in Minneapolis and is the parent of an adult with disabilities who lives and works in the St. Paul community.

Shauna McDonald, formerly a Transition and Rehabilitation Specialist with PACER, is now the School to Work Coordinator at the University of Minnesota.

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Suggested Reading and Resources

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Strategies for Family Involvement

Tips from parents to parents for the transition years: Effective things parents can do!

- Believe in your child.
- Think ahead to your child's adulthood, even when he or she is very young.
- Give your child as much exposure to social and community interaction as possible.
- Conduct planning sessions involving persons from various areas of your child's life.
- Seek ways to change your role as a parent.
- Make sure the whole person is taken into account, not just the disability. Look at what is right, not at what is wrong.
- Allow your son or daughter to make choices about his or her life and to feel consequences of the decision, good and bad.
- Take the initiative to start the transition process if the school has not. Some parents look at that as an opportunity to educate the school on parents' views of transition.
- Educate your community about people with disabilities.

Information provided by Marge Goldberg, PACER Center, and Shauna McDonald, University of Minnesota, School-to-Work Office.

Knowing that today's youth leave high school and enter a world of numerous opportunities and challenges, families seek assurance that youth receive quality education and training in preparation for this transition. The passage of the School-to-Work Opportunities Act (STWOA) addresses this issue by ensuring that all students are given opportunities to explore and experience various career options first hand. The STWOA reflects forward-looking inclusion practices by providing a fully integrated system that serves all youth, including those with disabilities. No longer are students with unique learning needs left out of programs which provide the skills training needed for high wages, high skilled jobs. Instead, youth with disabilities will be actively recruited, enrolled, and placed in programs that prepare them for work; thus, meeting the demands of the future workforce. However, such demands require the development new partnerships, including business, higher education, community-based organizations–and parents. Family involvement must be viewed as a natural and essential component in the school to work transition process. In doing so, families must be included in all phases of the design and implementation of a school to work system.

Family involvement strategies

Opportunities for family involvement range from loose communication to highly structured activities and responsibilities. Obtaining information about school to work is great place to start. To gain more information about how parents can get involved with school to work transition at the state or local levels contact the National School to Work Learning and Information Center (1-800-251-7236 or visit: www.stw.ed.gov). Your state's school to work office can provide state-specific information. (The School to Work Learning Center has information about each state).

Following are several approaches that family members can take to help shape the school to work systems in their locality.

Get involved in your state's school to work planning

A number of opportunities to join various school to work committees and councils are available to families. Involvement on these committees and councils is critical to help shape the school to work system in states and localities. These planning groups are a resource for information and open up some ways for families to promote school to work. Depending on local school policies, structures, and community circumstances, family involvement may fall under the following approaches.

1. Local Councils: Local school councils have the responsibility for making decisions regarding school operations. Family members who are part of this group help to review and decide on local school concerns including budget, personnel, and curriculum issues. Involvement on school to work councils, in many instances, is through an election process leading to an obligation to advocate for and report to those who elected them.

2. Advisory Committees: This type of committee gives families an avenue to offer advice and raise questions regarding school to work opportunities to both school and worksite personnel. Advisory committees also provide a safe environment for parents to share their common concerns, raise critical questions, and request further assistance.

3. Parent Centers: The creation of and involvement in Parent Centers allows opportunities for families to openly discuss their child's learning and work experiences. Parent Centers are typically located in non-school community settings and serve as a one-stop potential for families to receive a broad range of assistance and information regarding career development;

school-based learning and other educational opportunities; work-based learning; job training; and social, health, and legal issues.

4. Action Teams: Some states have promoted statewide leadership by developing "Action Teams." These teams have been developed to address a number of school to work interests including the inclusion, equity, and special needs for specific student populations. The mission of these teams is to increase the participation of students for whom access to school to work programs has proven to be especially difficult.

Be an advocate for your child

Increased advocacy can help advance the school to work needs and interests of a young person with a disability. Strong advocacy by family members, on behalf of persons with disabilities, at the state, local, and program levels can influence activities in the transition process. Moreover, parents can best represent the needs and interests of children with disabilities because they have a vested interest in their well-being.

Contact parent resource groups in your community

Parent resource groups offer the family advice and suggestions regarding a variety of school to work transition issues and services. It is also important for these groups to be aware of school to work and become active participants in the systems evolving at the local level. By connecting families to a variety of community resources, these groups can help support young adults in the school to work transition process. Moreover, parent resource groups may have staff or volunteers available to advocate for the family and young person with a disability in accessing school to work programs.

Get involved in the IEP process

Successful transition outcomes are the result of starting the process early. School to work transition cannot be a last minute effort. Young people with disabilities should be exposed to careers opportunities early in the school experience. Therefore, family members need to attend the young person's Individual Education Program (IEP) meeting to make sure a logical, sequential progression of school to work preparatory activities, career education, and work opportunities are included in the plan. As well, family members can make sure the IEP identifies any necessary supports to ensure access and full participation in school to work programs.

Find out about work-based activities

Work-based learning activities provide youth with disabilities experiences in real-life work. Families must be aware of the work-based learning options offered by the school such as internships, job shadowing, cooperative education, vocational programs, career academies, and apprenticeship. Moreover, family members can get more active in work-based learning activities by exploring new ways to involve employers who have demonstrated success in training and employing youth with disabilities. Levels of involvement in work-based activities range from assisting employers in the technical support to adapt jobs and worksites, to encouraging other employers to participate in the school to work transition process.

Family involvement represents an untapped resource that informs the process and can help to shape school to work systems. Parents are a critical link to school to work partnership at all levels. Serious consideration should be given to the involvement of families in the planning, developing, and implementing phases of school to work programs.

Tips from parents to professionals: Effective things professionals can do!

- Believe in the child-young adult.
- Focus on what the student can do and on the person, not the disability.
- Listen to the student.
- Acknowledge his or her input as an important component in transition planning.
- Make sure the transition plan is relevant to the student's future needs. Don't come up with a "one size fits all" plan.
- Encourage the student to make choices and take control of his or her life.
- Be sure there is someone consistent in their lives outside the family structure.
- Designate someone outside the family to represent the student's interests in the schools or the community. It should be someone who believes in the student's ability and value in our society.
- Seek opportunities to help the student build social skills.
- Assist parents in identifying resources and supports their children will need in the future.

Information provided by Marge Goldberg, PACER Center, and Shauna McDonald, University of Minnesota, School-to-Work Office.

National Organizations for Family Involvement

National Center on Educational Restructuring and Inclusion (NCERI)
The Graduate School and University Center
The City University of New York
33 West 42 Street
New York, NY 10036
(212) 642-2656 (V)

NCERI promotes and supports educational programs that serve all students effectively in inclusive settings. Toward this goal, NCERI addresses issues of national and local policy, conducts research, provides training and technical assistance, and disseminates information about programs, practices, evaluation, and funding of inclusive education programs.

National Information Center for Children and Youth with Disabilities
NICHCY, National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013-1492
(800) 695-0285 (V/TTY)
(202) 884-8441(Fax)

Established by Congress, NICHCY is an information and referral center that publishes guides, briefs, and many documents; some focus on issues related to transitioning youth with disabilities. In addition, NICHCY acts as a referral to a wide network of specialists from agencies and organizations across the country. NICHCY's focus is on education and children and youth, from birth to 22 years.
www.nichcy.org

National Parent Information Network
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820-7469
(800) 583-4135 (V)
(NPIN) is a project sponsored by two ERIC clearinghouses: the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University, New York City; and the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois at Urbana-Champaign; all other ERIC system components are also contributors and participants. NPIN provides information to parents and those who work with parents and fosters the exchange of parenting materials. Publications, brochures, and other materials that are merely listed on NPIN may not have been reviewed and are included for informational purposes only. Visit this site:
www.ericps.ed.uiuc.edu/npin/npinhome.html

National Parent Network on Disabilities
1727 King Street, Suite 305
Alexandria, VA 22031
(703) 684-6763 (V)
(703) 836-1232 (Fax)
The National Parent Network on Disabilities (NPND) sponsors "All Children Belong," an inclusion training project, and acts as a national advocacy and lobbying organization on behalf of children and adults with disabilities. NPND provides written information on inclusion and was established to provide a presence and national voice for parents of children, youth, and adults with special needs. NPND shares information and resources to promote and support the power of parents to influence and affect policy issues concerning the needs of people with disabilities and their families.
www.npnd.org/

Parent Advocacy Coalition for Educational Rights (PACER) Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-2966 (V)
(612) 827-3065 (Fax)
(800) 53-PACER
PACER Center is a nonprofit organization that serves families of children and adults with disabilities. PACER works through the coalition efforts of families representing 20 disability organizations in Minnesota. PACER has local, state, regional, and national projects that strive to improve and expand opportunities that enhance the quality of life for children and young adults with disabilities. PACER conducts workshops, provides training, and disseminates information related to special education and disabilities.
www.pacer.org

The Association for Persons with Severe Handicaps (TASH)
29 West Susquehanna Avenue, Suite 210
Baltimore, MD 21204
(410) 828-8274 (V)
(410) 828-6706 (Fax)
TASH is a national organization which is devoted to promoting the full inclusion of people with disabilities and to eradicating the injustices and inequities experienced by these individuals. TASH gathers and disseminates information; advocates on behalf of people with disabilities; and supports research, education, and judicial efforts. A newsletter, a journal, and other materials are available through the organization.
www.tash.org

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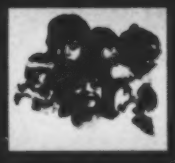
TAPP, Technical Assistance for Parent Programs
Central Office
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915 (V/TDD)
(617) 695-2939 (Fax)
National office of the federally funded PTIs, Parent Training and Information Centers. TAPP's overall purpose is to help the PTIs develop their leadership capacity through a coordinated national system of peer- based technical assistance. PTI's are charged with educating parents aware of their legal rights under P.L. 94-142 and providing information, advocacy, and training to parent groups. Parents can locate their state office by calling the above number or visiting this site:
www.fcsn.org/tapp/ptilist.htm



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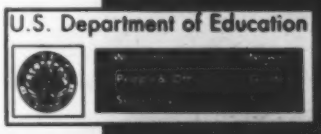
Find out how you can join hundreds of organizations, employers, and schools across the country in the Partnership for Family Involvement in Education, a grassroots movement that encourages communities and individuals to rally around families and local schools in support of children's learning. The Partnership has launched two special efforts: READ*WRITE*NOW! and America Goes Back to School.
www.ed.gov



Select Web Sites

FRC

www.frc.org

Look Who's New on the Web
The National Alliance of Business

Welcome to the NATIONAL ALLIANCE OF BUSINESS

In partnership with the National Transition Alliance for Youth with Disabilities, NAB's strength lies in its unique ability to bring together business and government, management and labor, education and commerce to address common workforce needs.

www.nab.com

National Rehabilitation Information Center
8455 Colesville Road, Suite 935
Silver Spring, MD 20910
(800) 346-2742 (V); (301) 588-9284 (V)
(301) 495-5626z (TT) (301) 587-1967 (Fax)
http://www.naric.com/naric

Select Projects about Family Involvement

Community Connections
School-to-Career Office
Boston Public Schools
55 New Dudley Street, Building 1
Roxbury, MA 02120
Sandra Copman, Program Co-Director
(617) 635-8079

Community Connections Collaborative-A Health Education and Careers Network Program to Prevent Youth with Disabilities from Dropping Out of School represents a collaboration among six key agencies in Boston to leverage available resources that address the problem of high school dropout among inner city students with a range of disabilities. The mission of the program is to provide activities, job training, job placement, and counseling to students at risk of dropping out of school and to those who have already dropped out. The hope is to prevent at least 60 students from dropping out of school and to re-enroll those who have already dropped out.

PACER's FAST Forward
PACER Center
4826 Chicago Ave. S.
Minneapolis, MN 55417-1098
Coordinator: Sharman Davis Jamison
(612) 827-2966

FAST, Families and School Together, project serves all children across Minnesota. It encourages parent and community involvement in the education of all children. Developed as part of Goals 2000: Educate America Act, it provides individual assistance, workshops, and written materials to families and educational professionals.

Project Employ
Employment Support Institute
School of Business
Virginia Commonwealth University
P.O. Box 844000
Richmond, VA 23284
Simone Worden Jones, Project Coordinator
(804) 828-2665
swjones@vcu.edu

Project Employ develops effective, ongoing, and transferrable strategies for identifying and assisting eligible individuals who have dropped out of school or are at risk of dropping out in an effort to improve the quality of their communities and work lives through creative use of SSA benefits. The impact of this project will be magnified by the dissemination of project methods and results through multimedia training tools, newsletter and journal articles, in-state training, and annual conferences.

Promoting Self-determination for Students with Disabilities: Implementation of "Steps to Self-Determination" in Michigan and Washington.
Wayne State University
469 Education Building
Detroit, MI 48202
Sharon Field, Ed.D., Co-Principal Investigator
(313) 577-1638
sfield@cms.cc.wayne.edu

This project promotes involvement of students, parents/significant adults, staff, and adult service agency representatives in curriculum planning and implementation processes. Through the project, direct support is provided to eight school districts to implement the "Steps to Self-Determination" curriculum.

Transition Planning for Adolescents with Serious Emotional Disturbance, An Outreach Program
Center for Educational and Social Services
P.O. Box 425
DeKalb, IL 60115
Dr. Michael Epstein, Project Director
(815) 753-8443

This project believes that communities must implement comprehensive best practices in transition and community-based mental health. Successful community-based transition programs for students with SED are those that emphasize collaboration, case management, family involvement, individualized care, self determination, and school-based transition planning. This outreach project proposes to assist other communities in implementing a best-practice approach.

Select Conferences

National Association of Private Industry Councils
Washington, DC
March 2-4, 1997
Angela McNair: (800) 216-7037

American Council on Rural Special Education
"Promoting Progress in Times of Change": Rural Communities Leading the Way
San Antonio, Texas
March 26-29, 1997
Dr. Diane Montgomery: (405) 744-6036

Office of Special Education Programs Annual Leadership Conference
Doubletree Hotel, National Airport
April 1-4, 1997
Joint Session April 4, 1997, with Technical Assistance for Parents Program Conference
Joleta Reynolds: (202) 205-9786
Ethel Bright: (606) 257-3576

American Vocational Association
"Partnerships in School-to-Careers Initiative"
Indianapolis, Indiana
April 3-4, 1997
May 1-2, 1997
December 11-13, 1997
(800) 826-9972

Office of Special Education Programs Technical Assistance for Parents Program Conference
The OSEP-funded host for this TAPP Conference is the Federation for Children with Special Needs
Doubletree Hotel, National Airport
April 4-6, 1997
Joleta Reynolds: (202) 205-9786
Ethel Bright: (606) 257-3576

Council for Exceptional Children's Annual Convention
Celebrating 75 years of Serving Exceptional Children
Salt Lake City, Utah
April 9-13, 1997
(800) 486-5773

Northwest School-to-Work Transition and Tech Prep Conference
Spokane Washington
Convention Center
Spokane, Washington
April 22-23, 1997
Pre-conference April 21, 1997
Theresa Lusty: (503) 275-9550

Center on Education and WorkSecond Annual WorkPlace Learning Conference Shaping the Future
University of Wisconsin-Madison
1025 West Johnson Street,
Room 964
Madison, Wisconsin 53706-1796
April 27-29, 1997
(800) 446-0399

Career Development and Transition (DCDT) 1997 International Conference Creating Amazing Transitions
Division Doubletree Paradise Valley Resort
Scottsdale, Arizona
October 16-18, 1997
Laura Love: (602) 542-2805
[Contact Ann Marie Cook (703) 818-1267 for a copy of the call for papers or registration materials] Submit proposals no later than April 30,1997

Annual Convention-National Tech Prep Network
San Antonio, Texas
September 21-23, 1997
(800) 231-3015

Work Now and in the Future 14
Pre-conferences November 2
Portland Convention Center
Portland, Oregon
November 3-4, 1997
Theresa Lusty: (503) 275-9550

Mark Your Calendars! NTA'S

Twelfth Annual Project Directors Meeting
Renaissance Hotel
Washington DC
June 2-4, 1997

Watch for our registration materials in the mail!

Richard W. Riley, U.S. Secretary of Education, invites you to participate in a Satellite Town Meeting about School to Work Opportunities: "Workplaces as Learning Environments!"

March 18, 1997
8:00 pm - 9:00 pm EST,
join this live interactive teleconference about community efforts to improve teaching and learning for ALL youth.
To register your participation call 1 800 USA-LEARN.

ALLIANCE

Alliance is a product of the National Transition Alliance for Youth with Disabilities, (Cooperative Agreement Number H158M50001). The NTA is jointly funded by the United States Departments of Education and Labor, including the Office of Special Education and Rehabilitative Services, and the National School-to-Work Office.

Produced for the NTA by the Academy for Educational Development,
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Collaborators of the National Transition Alliance are equal opportunity employers and educators.

The Alliance welcomes article submissions for future quarterly publications. Deadline for the March issue is February 20, 1997. Please send information, comments, questions or requests to the Editor's attention via e-mail or fax:
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tdivita@aed.org
(202) 884-8210 voice
(202) 884-8443 fax

Contents of this document do not necessarily reflect the views or policies of the Departments of Education or Labor, nor does the mention of trade names, commercial products or organizations imply endorsement by the U.S. Government.

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